

In 2002, the No Child Left Behind Act (NCLB) reauthorized the Elementary and Secondary Education Act of 1965 (P.L. 107-110). To a greater extent than ever, partnerships are encouraged between schools, communities, and businesses to create learning opportunities for America's children.¹ NCLB's Title IV, Part B set guidelines for 21st Century Community Learning Center (21st CCLCs), out-of-school time (OST) programs for children to receive supplementary support that augments the traditional academic curriculum.² Targeted for funding are high-poverty schools and those that perform poorly on standardized tests. These 21st CCLCs are to establish out-of-school time (OST) programs for children to receive supplementary support that augments the traditional academic curriculum. Goals of Title IV, Part B are: academic enrichment, particularly in reading and math; youth development, particularly reductions in crime and delinquency; family literacy, involving parents in the learning process.

Federal grants for creation of 21st CCLCs are available to State Education Agencies (SEAs), community organizations, and public or private organizations. More than 6,800 public schools across the United States operate OST programs. The average grant award of \$500,000, typically supports four centers. 2.5 billion dollars were earmarked for 21st CCLC grant funding for FY2007.³ The FY2008 federal budget allows for approximately 37,000 of Ohio's children to take advantage of 21st CCLC programs.⁴

Besides offering safety to youth, connecting in-school time to out-of-school time improves student attendance, graduation rates, practical skills, positive peer-to-peer and adolescent-adult relationships, and self-respect.⁵ Students who experience after-school programming that is relevant to their culture, community, interests, and future are more likely to participate and thrive. Children from lower-income families are more likely to participate in tutoring-focused OST programming, while children from higher-income families generally have access to more socially- and academically-focused OST programs.⁶ In comprehensive OST programs, a link has been established between participation levels and positive social and educational outcomes.⁷ Educators may promote maximum engagement in OST programs by soliciting youth input into program content and design.⁸



After School Hours: 3 p.m. - 6 p.m.

- ⇒ Children at home alone are at risk for stress, loneliness, fear, and worry. They are physically at risk for injury and poor nutrition. Likelihood of drug use and sexual activity also increases.⁹
- ⇒ Violent juvenile crime peaks at 13% at 3 p.m., compared to 5% at noon and 6% after 9 p.m.
- ⇒ 81% of Ohio's school children live in households where both parents work or only parent works; 1/4 of Ohio's children consistently care for themselves.¹⁰

Recommendations for Ohio



- **Incorporate developmentally appropriate social, emotional, physical, and academic elements into OST programs.** Children thrive when challenged in more than one domain of development. After a full school day, holding students' attention requires interesting learning materials and activities.
- **Apply for 21st CCLC grant funding and tap into existing grants, donated monies, and community partnerships for OST program support.** Enhancing school, family, and community partnerships fosters trusting relationships and programs focused on specific community needs.¹²
- **Implement programs based on best practice. Contract only with supplemental education providers who use research-based techniques.** Utilize the Ohio Department of Education effectiveness reports on providers to determine quality and fit with school priorities. Be sure providers fulfill the needs of students with special needs (e.g. disabilities, limited English proficiency). Work with parents to choose the best providers for their children, making options clear.
- **Encourage youth to participate in OST program design.** Understanding a child's experience helps create relevance. Empowering youth to actively contribute to their education motivates participation.
- **Recognize the value of practical skills and importance of community context in OST program creation.** Youth who exit OST programs with work-related skills, interpersonal communication skills, and self-direction are more equipped to succeed outside of school.¹² Expectations for outcomes should be realistic.
- **Increase parent involvement by offering opportunities to help with after-school education.** Asking parents to help may encourage participation.

Elements of Success in OST Programming:



- ◆ A safe, dedicated space
- ◆ Flexible scheduling that addresses parent needs
- ◆ Adequate numbers of trained staff
- ◆ Trusting relationships with adult leaders
- ◆ Peer-to-peer interactions that build relationships
- ◆ Developmentally appropriate programs
- ◆ Well-planned activities that are relevant and interesting
- ◆ Opportunity for participants to make choices and be challenged¹¹

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¹ Butcher-Anderson, D. (2004). *Transforming schools into 21st Century Community Learning Centers*. *Children and Schools*, 26 (4), 248-252. ² Summary of Titles in NCLB, (2004). *Arts Education Policy Review*, 106 (2), 5-6. ³ Butcher-Anderson, 2004. ⁴ Afterschool Alliance (2007). Retrieved from http://www.afterschoolalliance.org/documents/Current_Vs_125M_Inc.pdf ⁵ Barr, S., Birmingham, J., Fornal, J., Klein, R., & Piha, S. (2006). *Three high school after-school initiatives: Lessons learned*. *New Directions for Youth Development*, 2006 (111), 67-79. ⁶ 2007 National Institute on Out-of-School Time. *Making the case: A fact sheet on children and youth in out-of-school time*. ⁷ Perkins-Gough, D. (2003). *Special report: Do after-school programs help students succeed?* *Educational Leadership*, 61 (1), 88-89. ⁸ Barr, et. al, (2006). ⁹ Black, S. (2004). *Learning after hours*. *American School Board Journal*, 191 (6), 36-38. ¹⁰ Afterschool in Ohio, Retrieved from http://www.afterschoolalliance.org/states_docs/pdfs/Afterschool%20in%20Ohio.pdf ¹¹ Black, S. (2004). ¹² Barr, et. al, 2006. ¹² <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1180&ContentID=15867&Content=32078>



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